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## **Field Trips/ Site Visits: What is their place and value in Architectural Education?**

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### **CEBE Innovative Projects in Teaching and Learning 2009**

#### **Summary Report:**

1. Review of research project aims and objectives
2. Review of outcomes and benefits
3. Review of Project methodology
4. Review of Project dissemination

## 1. Review of research project aims and objectives

The project set out to achieve:	
<ul style="list-style-type: none"><li>A quantitative knowledge and understanding of the range, extent and scope of field trips and site visits undertaken as part of professional architectural education in the UK 2008-2010.</li></ul>	A School by School database has been assembled drawing on completed Snapshot Survey questionnaires, information available on Architecture School websites, and in informal School publications.
<ul style="list-style-type: none"><li>A qualitative knowledge and understanding of the pedagogic value of field trips and site visits as understood by both architectural educators and students.</li></ul>	The database highlights articulations of the pedagogic value of field trips and site visits primarily as understood by architectural educators.
<ul style="list-style-type: none"><li>A reflective synthesis of how the architectural design studio operates when physically outwith its institutional base, and which aspects of teaching and learning architecture are enhanced or diminished in varying contemporary models of the field trip/ site visit.</li></ul>	The database points to synthesised descriptions of the operation of the design studio in particular cases. <i>Reflective Summary</i> is a separate document..

## 2. Review of outcomes and benefits

Expected outcomes and benefits are:	
<ul style="list-style-type: none"> <li>A database of the range, extent and scope of field trips and site visits undertaken as part of professional architectural education in the UK 2008-2010. This snapshot survey may enable architectural educators leading field trips in different institutions to share knowledge or resources in planning field trips/ site visits. The material may also prove of interest to educators in other built environment disciplines, and to commercial student travel companies.</li> </ul>	<p>See files:</p> <p><i>UK Schools and fieldtrips.mdb</i></p> <p><i>CEBE Project-Fieldtrip ARCHITECTURAL SCHOOLS DATABASE.doc</i></p> <p><i>CEBE Project-Fieldtrip ARCHITECTURAL SCHOOLS DATABASE.pdf</i></p> <p><i>CEBE Project-Fieldtrip Appendix.doc</i></p> <p><i>CEBE Project-Fieldtrip Appendix.pdf</i></p> <p><i>CEBE Summary of Data Source.doc</i></p>
<ul style="list-style-type: none"> <li>An understanding of the place and value of field trips/ site visits in architectural education, and in particular relation to the design studio, which may inform future teaching and learning practices in UK architectural education, and other built environment disciplines, in a context of significant global economic shifts.</li> </ul>	<p>This quantitative and qualitative data is incorporated systematically in the <i>Fieldtrip ARCHITECTURAL SCHOOLS DATABASE</i> and <i>Fieldtrip Appendix</i> documents. <i>Reflective Summary</i> is a separate document..</p>
<p>A clear articulation of the key pedagogic benefits and pragmatic issues related to field trips/ site visits in architectural education, disseminated through inter-institutional documents such as CEBE Briefing Guides, and in a wider educational context (for instance EAAE, Metadata for Architectural Contents in Europe (MACE) project).</p>	<p><i>Reflective Summary</i> and <i>CEBE Briefing Guide on Field Trips/Site Visits</i> to follow.</p>

### 3. Review of Project methodology

<ul style="list-style-type: none"> <li>• <b>Snapshot survey:</b></li> </ul> <p>A database of the range, extent and scope of field trips and site visits undertaken as part of professional architectural education in the UK 2008-2010.</p> <p>It is intended that this database will include information for each ARB validated architecture school in the UK (42) on:</p> <ul style="list-style-type: none"> <li>- Date, location, timing of each field trip/ site visit in academic year 08-09.</li> <li>- Location in professional architectural education and pedagogic rationale for this (year of study, aims and objectives as declared in related programme/ project briefs).</li> <li>- How issues of travel, transport have been addressed.</li> <li>- How issues of Health and Safety have been addressed.</li> <li>- Published outcomes directly arising from the field trip (visual, textual, design).</li> <li>- Staff, student contact details and any available staff and student feedback.</li> <li>- Summary of history of significant shifts of field trip practices related to the programme/ studio</li> <li>- Date, location, timing of planned field trip/ site visit in academic year 09-10.</li> </ul>	<p>Completed as far as information available.</p> <p><i>CEBE Summary of Data Source.doc</i> indicates cases where the database content has been based on at least 2-3 sources, and cases where this is more limited.</p> <p>2 sets of collated information have been extracted:</p> <p><i>CEBE Summary of Destinations of School</i></p> <p><i>CEBE Summary of Definitions</i></p>

<p>Quantitative knowledge on dates, location, scope and extent of field trips/ site visits is often embedded in individual programme, studio or project briefs archived in individual schools of architecture. In order to access this information consistently, it is intended to:</p> <ul style="list-style-type: none"> <li>- carry out an initial desk-based gathering of published and web-based information.</li> <li>- establish Programme Director/ studio leader contacts for 2008-2010, augmented by school CEBE contacts.</li> <li>- Solicit representative student contacts from each school</li> <li>- Construct and distribute an e-questionnaire</li> <li>- Follow up responses to questionnaire by personal contact with staff and students (telephone, email, visit).</li> <li>- Place data in database matrix</li> <li>- Construct a quantitative summary of findings</li> <li>- Prepare presentation of findings</li> </ul> <p>On the basis that there may be at least one field trip/ site visit per academic year of study year over 5 years of professional architectural education, it is envisaged that the database will comprise between 200 and 225 entries if there is a successful response.</p> <p>•</p>	<p>Desk based research undertaken by SE/SM in summer 2009.</p> <p>Programme Director/ studio leader contacts for 2008-2010 established by SM in summer 2009.</p> <p>Representative student contacts from each school, where not consistently found and it was decided to focus on the academic contacts at this stage of the survey.</p> <p>A questionnaire was constructed and distributed by email to all academic contacts in Autumn 2009. Sample questionnaires can be seen in the <i>CEBE Project-Fieldtrip Appendix.doc</i>.</p> <p>Responses followed up by SE/SM.</p> <p>Limited number of questionnaires returned (7).</p> <p>Database constructed by SM in winter 2009.</p> <p>Data inserted by SM/S-YH up to May 2010.</p> <p><i>CEBE Summary of Destinations of School</i> is one quantitative summary of findings.</p> <p>Given limited number of questionnaires received, a second stage of desk-based web research and identification of School informal publications was undertaken by SE.</p>
<p>Qualitative analysis of the values of teaching and learning will be extracted from data and associated material in the snapshot survey. The key questions for educators include:</p> <ul style="list-style-type: none"> <li>- What is expressed as the main purpose of the field trip/ site visit?</li> <li>- What kind of study, learning, or activity is declared to be of value?</li> </ul>	<p>Questionnaire constructed to include these questions. Sample questionnaires can be seen in the <i>CEBE Project-Fieldtrip Appendix.doc</i>.</p> <p>Additional qualitative information can be found in a number of web- based School sites, and web based and other publications. These have been</p>

<ul style="list-style-type: none"> <li>- How is the relationship between design studio and field trip/ site visit expressed?</li> <li>- What is expressed as side-effect benefits or disadvantages of the field trip/ site visit?</li> <li>- What has informed the choice of location?</li> <li>- What particular knowledge, experience (negative or positive) has informed the design of the structure, pacing and content of the field trip/ site visit?</li> <li>- What field or site techniques or practices are expressed as being of particular value and relevance to architectural design?</li> <li>- What has informed decisions relating to transport/ travel?</li> <li>- How have these added to or detracted from the expressed aims and objectives?</li> <li>- How have health and safety/ risk management issues affected the planning and undertaking of the field trip/ sit visit?</li> <li>•</li> </ul>	<p>identified in the database for further consultation.</p> <p>Only partial qualitative material has been identified in relation to student responses to these questions of teaching and learning.</p>
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#### 4. Review of project dissemination

<p>The completion of a CEBE Briefing Guide on Field Trip/ Site Visits would articulate the key pedagogic benefits and pragmatic issues related to field trips/ site visits in architectural education. A reflective synthesis of how the architectural design studio operates when physically outwith its institutional base, and which aspects of teaching and learning architecture are enhanced or diminished in varying contemporary models of the field trip/ site visit.</p>	<p><i>Reflective Summary</i> and <i>CEBE Briefing Guide on Field Trip/ Site Visits</i> to follow.</p>
<ul style="list-style-type: none"> <li>The snapshot survey database of the range, extent and scope of field trips and site visits undertaken as part of professional architectural education in the UK 2008-2010 would be made available as a linked document to the CEBE Briefing Guide.</li> </ul>	<p>Available digitally for link.</p>
<ul style="list-style-type: none"> <li>Key findings of qualitative knowledge and understanding of the pedagogic value of field trips and site visits as understood by both architectural educators and students may be disseminated in a wider educational context (for instance in an EAAE publication, Metadata for Architectural Contents in Europe (MACE) project) available to staff and students of the architectural community.</li> </ul>	<p>Further placing to be identified in summer 2010.</p>
<ul style="list-style-type: none"> <li>It is anticipated that outcomes from the project would be made available for the 6<sup>th</sup> AHRA conference 'Field/Work' to be held in Edinburgh in November 2009.</li> </ul>	<p>The Project was drawn attention to in the 6<sup>th</sup> AHRA conference 'Field/Work', held in Edinburgh, November 2009, and is acknowledged in the consequent publication of edited papers: <i>Architecture and Field/Work</i>, eds. Ewing, S, Magowan, J, Speed, C, Bernie, V (Routledge, forthcoming October 2010)</p>